

Professional Development Plan (PDP) Toolkit for Educators

Revised 2014 (Draft)

Wisconsin Quality Educator Initiative: PI 34

Section

I



Introduction

In 1994, the Wisconsin Department of Public Instruction initiated a collaborative reform effort to meet the changing needs of Wisconsin schools and districts. The Department appointed the Restructuring Teacher Education and Licensure in Wisconsin Task Force that included representatives from all constituencies. Educators from all ranks and areas joined with union representatives, representatives from higher education, cooperative educational service agencies, members of professional organizations, and district superintendents to forge a new structure for educator preparation and licensure in the State of Wisconsin. The Task Force put forth its recommendations in April of 1995 and the Wisconsin Quality Educator Initiative, PI 34, was the result. PI 34 evidences, on the part of the Department of Public Instruction, a commitment to new educators and a commitment to students in Wisconsin schools. The requirements for educator preparation program approval and license renewal are to be standards- and performance-based.

Educators, under the new system, must create and implement a verifiable Professional Development Plan during their licensure cycle. With the support of a qualified mentor for initial educators and with the guidance of a DPI-trained Professional Development Plan team, the educator actively engages in sustained, verifiable professional development to renew his or her license. Successful completion of the Professional Development Plan must lead to verifiable professional growth, and the impact of the professional growth must be linked to student learning. The Wisconsin Educator Standards are to serve as the foundation for all professional development.

Wisconsin Educator Standards

Building on the Wisconsin tradition of recognized leadership in education, the goal of the Task Force was to identify the knowledge and skills necessary for education professionals for the schools of the twenty-first century. Consistent with the emerging national dialogue as to required knowledge, skills, and dispositions required by professional educators, Wisconsin adopted the following performance-based standards for teachers, pupil services professionals, and administrators. These standards guide pre-service educators in their approved educator preparation programs and, further, in their professional development as they seek to renew their licenses and advance to the next licensure level.

Teacher Standards

(1)	The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
(2)	The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
(3)	The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
(4)	The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
(5)	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
(6)	The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
(7)	The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
(8)	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
(9)	The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.
(10)	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness, and in an ethical manner.

For a list of all Teaching Licenses, please go to
<http://tepd.dpi.wi.gov/licensing/teaching-licenses>

Administrator Standards

(1)	The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
(2)	The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
(3)	The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
(4)	The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
(5)	The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
(6)	The administrator acts with integrity, fairness, and in an ethical manner.
(7)	The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

For a list of all Administrator Licenses, please go to
<http://tepdل.dpi.wi.gov/licensing/administrator-licenses>

Pupil Services Standards

(1)	The pupil services professional understands the teacher standards under s. PI 34.02.
(2)	The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety, and development.
(3)	The pupil services professional has the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.
(4)	The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
(5)	The pupil services professional understands the organization, development, management, and content of collaborative and mutually supportive pupil services programs within educational settings.
(6)	The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral, and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation, and evaluation of system-wide interventions and strategies.
(7)	The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services, and adult education.

For a list of all Pupil Service Licenses, please go to
<http://tepd.dpi.wi.gov/licensing/pupil-services-license>

Stages of Licensure

Under Wisconsin's Quality Educator Initiative, three licensure stages are established: initial educator, professional educator, and master educator. These three stages are founded on the principle that a renewal system framed by performance-based standards assures the public that educators will engage in professional growth and, further, that the professional growth will include the acquisition of knowledge and skills in the educator's area of endorsement. Such growth will both support and enhance student learning and school improvement at the local level.

Initial Educator

An initial educator is an individual who has successfully completed an approved educator preparation program after August 31, 2004, and who is issued an Initial Educator License by the Department of Public Instruction for the first time in a particular category (i.e., teaching, pupil services, administrator). After three years of job experience in the license category and successful completion of a Professional Development Plan, an initial educator can advance to the professional educator license stage. Once an initial educator completes his or her Professional Development Plan and it is verified by the Professional Development Plan Team, he or she advances to the professional educator stage.

Professional Educator

The Professional Educator License may be renewed every five years with successful completion of a Professional Development Plan that is verified by the Professional Development Plan Team. If a professional educator desires, he or she may seek the Master Educator License.

Master Educator

The Master Educator License is a voluntary, ten-year license available to educators who successfully complete National Board for Professional Teaching Standards Certification (<http://www.nbpts.org>) or the Wisconsin Master Educator Assessment Process (<http://tepd.dpi.wi.gov/licensing/wisconsin-master-educator-assessment-process>).

District Support for Initial and Professional Educators

To support initial educators, Wisconsin school districts are required to provide collaboratively developed, ongoing orientation and support seminars, as well as qualified mentors for all initial educators within their districts. In addition, districts must designate a district-approved administrator who must be eligible and available to serve on an initial educator's Professional Development Plan team. Although this district-appointed administrator may not necessarily be the administrator on the team, the district must have one that is available from the educator's district. However, local agreements may allow an initial educator to invite any DPI-trained administrator to serve on the PDP review team.

This document explains the guidelines and process for initial and professional educators who seek to advance to, or maintain, a Professional Educator License.

Section II

The Professional Development Plan

Educator Licensure Cycle Requirements

The Initial Educator License is issued for five years. It is a non-renewable license unless the initial educator does not attain employment for at least three years of the five-year period. Teachers, pupil services professionals, and administrators who seek to advance to the professional educator stage must have three years of job experience in a regular (not substitute) position that requires an Initial Educator License and successfully complete a Professional Development Plan that is verified by a Professional Development Plan Team. Initial educators are required to have a Professional Development Plan Review Team approve their goal/plan prior to implementation.

The Professional Educator License is issued for five years. This license is renewable at the completion of the Professional Development Plan that is verified by a Professional Development Plan Team.

The Master Educator License is issued for ten years. See <http://tepd.dpi.wi.gov/licensing/master-educator-license> for details.

Purpose of the Professional Development Plan

The Professional Development Plan is the basis for license advancement and renewal for an educator who has completed an approved educator preparation program after August 31, 2004. The requirement of a Professional Development Plan evidences a commitment to the principle of career-long, contextually specific professional development for educators. Professional development is to be work-embedded, ongoing, supported, and verifiable. The Professional Development Plan must focus on development in two or more of the Wisconsin Educator Standards (see pages one through four), must lead to verifiable professional growth (documented by evidence), and the impact of that professional growth upon student learning must be documented.

A Professional Development Plan:

- enhances an educator's knowledge and skills in specific areas;
- emphasizes collegial and collaborative dialogue;
- encourages risk-taking, creativity, and experimentation;
- must lead to increased proficiency in two or more of the Wisconsin Educator Standards; and
- must evidence, upon completion, the impact of professional growth upon student learning.

Understanding the Professional Development Plan Process

There are specific steps that must be followed and specific components that must be addressed when writing a Professional Development Plan. The Professional Development Plan must be developed following a specific format. In addition, there are prescribed procedures and requirements that must be followed. See **Appendix A** for timelines for initial and professional educators using the Professional Development Plan process for license renewal.

For a typical five -year Professional Development Plan, the process is as follows:

- Year one of employment: ongoing self-reflection of professional practice
- Year two: write Steps I and II of the Professional Development Plan, have goal approved by Professional Development Plan Team (initial educators only), begin Professional Development Plan implementation, write first annual review at the end of year two
- Year three: continue implementation, write second annual review at the end of year three
- Year four: continue implementation, write third annual review at the end of year four
- Year five: finish implementation, compile evidence, document completion, have Professional Development Plan verified by Professional Development Plan Team

Professional Development Plan Timelines

Licensure years run from July 1st through June 30th. Within a licensure cycle, an educator will complete one Professional Development Plan. Both initial educators and professional educators may elect to complete the Professional Development Plan in three, four, or five years and requires regular employment.*Upon completion of the Professional Development Plan, educators are required to have their plan verified electronically, through one of the electronic Professional Development Plan Service Providers. The recommended timeline for the Professional Development Plan process is outlined for initial educators and professional educators below.

*Regular employment includes:

- Full-time assignment
- Long-term substitute (one full school year)
- Work completed while on an emergency license
- Part-time work

3-Year Professional Development Plan (PDP)

Professional Development Plan Timeline	What to do:	Target Date:
Year 1 of Plan	Reflect on professional practice Create - develop goal, identify objectives, activities, a plan for collaboration, and a timeline for completion. Use PDP Goal Approval Component Review for Initial Educators checklist to assure all steps are complete (see Appendix C).	June 30

	Choose PDP Team and submit goal to team for approval (initial educators only).	
Year 2 of Plan	Insert completion dates for activities Write Annual Review Use Checklist to Self-Assess Annual Review	June 30
Year 3 of Plan	Compile Evidence Document completed plan Use Checklist to Self-Assess Documentation of Completion Submit completed PDP to PDP team Have PDP team verify plan electronically using one of the PDP electronic service providers. Submit evidence of verification to DPI through your online PDP service provider.	January 1

4-Year Professional Development Plan

Professional Development Plan Timeline	What to do:	Target Date:
Year 1 of Plan	Reflect on professional practice Create - develop goal, identify objectives, activities, a plan for collaboration, and a timeline for completion. Use PDP Goal Approval Component Review for Initial Educators checklist to assure all steps are complete (see Appendix C). Choose PDP Team and submit goal to team for approval (initial educators only)	June 30
Year 2 of Plan	Insert completion dates for activities Write Annual Review	June 30
Year 3 of Plan	Insert completion dates for activities Write Annual Review	June 30
Year 4 of Plan	Compile Evidence Document completed plan Use Checklist to Self-Assess Documentation of Completion Submit completed PDP to PDP team Have PDP team verify plan electronically using one of the PDP electronic service providers – Submit evidence of verification to DPI through your online PDP service provider.	January 1

5-Year Professional Development Plan

Professional Development Plan Timeline	What to do:	Target Date:
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Year 1 of Plan	Reflect on Professional Practice	Ongoing
Year 2 of Plan	Reflect on professional practice Create - develop goal, identify objectives, activities, a plan for collaboration, and a timeline for completion. Use PDP Goal Approval Component Review for Initial Educators checklist to assure all steps are complete (see Appendix C). Choose PDP Team and submit goal to team for approval (initial educators only)	January 1
Year 3 of Plan	Insert completion dates for activities Write Annual Review	June 30
Year 4 of Plan	Insert completion dates for activities Write Annual Review	June 30
Year 5 of Plan	Compile Evidence Document completed plan Use Checklist to Self-Assess Documentation of Completion Submit completed PDP to PDP team Have PDP team verify plan electronically using one of the PDP electronic service providers. Submit evidence of verification to DPI through your online PDP service provider.	January 1

Professional Development Plan Review Team Composition

An initial or professional educator is responsible for convening his or her Professional Development Plan team. Professional Development Plan team membership is limited to individuals who have completed the Department of Public Instruction approved Professional Development Plan team training and hold a current Wisconsin DPI approved license (with the exception of the Institution of higher education (IHE) representatives). A list of trained individuals may be found at <http://tepdli.dpi.wi.gov/pdp/pdp-team>.

An initial educator's Professional Development Plan team is comprised of the following individuals:

- one peer who is not the initial educator's mentor (for teachers, this is another teacher; for administrators this is another administrator, and for a pupil services professional another pupil services professional - school counselor, school social worker, school psychologist or school nurse)
- one administrator (subject to approval by the school board); *and*
- one representative from a Wisconsin institution of higher education (IHE) who has been designated to serve in this role by the IHE.

A professional educator's Professional Development Plan team is comprised of the following individuals:

- three peers (For teachers this is three teachers; for administrators this is three administrators, and for a pupil services professional this is three pupil services professionals).

Writing the Professional Development Plan

There is a specific format one should follow when writing a Professional Development Plan. The elements necessary to write a quality Professional Development Plan are outlined in Section III of this document.

Professional Development Plan: Goal Approval Process (Initial Educators Only)

Initial educators are required to have their goals approved by their Professional Development Plan team. The three person Professional Development Plan team must approve Steps IIA through IIE of the Professional Development Plan by a two-thirds majority. All three members of the team must review the plan and must render a decision as to whether the goal is to be approved. If there is not a two-thirds majority, constructive feedback is provided, and the goal is revised and resubmitted to the team for approval. Once the initial educator's goal is approved, plan implementation begins.

Professional Development Plan: Plan Verification for Initial and Professional Educators

In the final year of the Professional Development Plan, the educator submits the completed plan, including evidence documenting professional growth and the impact of the professional growth on student learning to his/her Professional Development Plan team. The Professional Development Plan team reviews the completed plan, and individual team members decide whether the Professional Development Plan is to be verified. A two-thirds majority of the three person team is required for plan verification. The review process may include feedback from reviewers. Team members should provide feedback in a timely manner.

The Professional Development Plan team members must notify the educator of their verification decision within 30 days of receipt of the Professional Development Plan. Educators should submit their plans to team members so that team members have sufficient time to complete their review.

After the team verifies the plan electronically, the educator should submit evidence of successful completion of the Professional Development Plan to the DPI through the on-line Professional Development Plan service provider. The educator must submit the license application, and the appropriate fee to the DPI. January 1st of the year the license expires is the earliest date a professional educator may renew his/her license. Initial educators may apply after January 1st of the year they complete their Professional Development Plan.

Section III

Writing a Quality Professional Development Plan

The Professional Development Plan is a job-embedded, sustained professional development endeavor that, upon successful completion, will lead to verifiable professional growth and demonstrate the impact of the professional growth on student learning. This section provides guidance on how to write a quality Professional Development Plan. Please see Appendix B for the Professional Development Plan Writing Form.

Step I: Preparing to Write the Plan: Reflection

Reflection is a process of self-examination and self-evaluation that effective educators regularly engage in to improve their professional practice. For an educator, the first year of employment will typically be a time for reflection. This reflection involves an analysis of the relationship between student learning and the educator's developing professional practice and forms the foundation for the Professional Development Plan. The educator may elect to begin the writing of his/her Professional Development Plan in the first year if he/she desires. While written reflection is encouraged, it is not required. The depth of reflection may be enhanced by using:

- rubrics describing components of effective teaching, pupil services, or leadership based on the Wisconsin Educator Standards;
- student data or work collected;
- student, peer, administrator, parent, board, and/or community feedback;
- results from classroom observations or goal-setting efforts;
- critical incident descriptions; or
- reflection journal logs.

Things to consider when engaging in reflection include:

- links between student learning results and your teaching, pupil service, or leadership practices;
- compelling student or professional need;
- patterns of performance; or
- areas of interest.

Reflection should lead the educator to consider what professional goal he or she would like to pursue. The Wisconsin Educator Standards (see pages one through four) provide the framework for the development of the educator's goal. The Professional Development Plan must address at least two of the standards. Multiple standards may guide one goal. For example, a teacher may choose to focus on enhancing content knowledge

(Wisconsin Teacher Standard 1) or developing instructional strategies for students with disabilities (Wisconsin Teacher Standards 3 and 4). A pupil services professional may focus on the development of collaborations between parents and community support systems (Wisconsin Pupil Services Standard 7) or plan to research new intervention models for students (Wisconsin Pupil Services Standard 3). Finally, an administrator may want to foster, through alternative models, a sense of collaboration among his or her faculty or staff (Wisconsin Administrator Standard 3) or engage families and community members in dialogues to better meet community needs and enhance learner outcomes for all students (Wisconsin Administrator Standard 5).

Teacher reflection example: After my first year in a classroom, I have learned that my disciplinary literacy knowledge needs to expand so that I better understand how to integrate reading, writing, speaking, listening, and critical thinking into my daily social studies and history instruction. While I feel my content knowledge in history is strong, I am struggling with how to encourage my students to apply disciplinary literacy skills as they learn how to think like historians.

Step II: Writing the Plan: Components

A. Description of School and Teaching, Administrative, or Pupil Services Situation

The educator must provide the context for the Professional Development Plan. This description summarizes carefully selected demographic information relevant to the educator's teaching, pupil services, or administrative situation. This information allows the Professional Development Plan team to clearly understand the educator's school or district and its culture. The following information must be included in this section of the Professional Development Plan:

- a description of the educator's teaching, pupil services, or administrative role which includes courses/content taught, extra-curriculars, committees, and other job performances;
- the number of years the educator has taught, been in pupil services, or been an administrator;
- a description of the school setting (urban, suburban, or rural);
- the ethnic, special needs, and socioeconomic diversity of the school population;
- the building goals/mission and/or district goals/mission.

Example: I have just finished my first year of teaching at Wisconsin Middle School. This year I taught U.S. history and world geography. Wisconsin Middle School uses a thematic, integrated approach. I also served as the student council advisor. I team teach with a reading/language arts teacher. Wisconsin Middle School is an urban middle school. Located in a major metropolitan area, Wisconsin Middle School's student population is very diverse. The demographics of the school are as follows:

64 percent of the student population is African American, 18 percent is Hispanic, and 12 percent is white. Nineteen percent of the school population is identified as having special educational needs. Forty-eight percent of the students qualify for free or reduced lunch. Wisconsin Middle School serves 650 students in grades six to eight. The goal of our middle school program is "to educate students to become informed citizens with the skills necessary for active participation in social, civic, and political processes and to help them to appreciate the values and beliefs that characterize citizens in a democratic society."

B. Description of Goal to be Addressed

The educator's goal is related to self-reflection based on his/her performance and student learning results. This reflection should include areas of strength, interests, needs, and opportunities for growth. The goal must be aligned with two or more of the Wisconsin Educator Standards and must describe how movement toward and attainment of the goal will:

- lead to professional growth, and;
- What the intended impact of his/her professional growth will be on student learning.

Educators are encouraged to write goals that are broad in scope so that changes in circumstances such as changes in job assignment will not necessitate the writing of a new goal.

It is recommended that the following stem be used:

I will (research, learn, apply, implement, assess, analyze, etc.) so that...(describe the potential impact on student learning.)

Teacher example: I will research, implement, and evaluate the use of disciplinary literacy strategies in my classroom so that students will demonstrate increased proficiency in reading, writing, speaking, listening and critical thinking in the content area based on beginning and ending assignments and my school's grade-level benchmarks.

Pupil services professionals and administrators in the following two license areas may not have direct contact with students, so professional growth will first influence *other educators' performances*, before ultimately showing an impact on student learning. In these cases, a goal stem of: I will (research, learn, apply, implement, assess, analyze, etc.) so that (describe the potential effect on other educators' performances) so that (describe the potential effect on student learning).

Pupil services professional example: I will increase my knowledge of Response to Intervention (RtI) while increasing my facilitation skills to implement an RtI system so that teachers use RtI strategies effectively so that students demonstrate higher levels of academic and/or behavioral performance.

Administrator example: I will research, develop, and implement an effective, evaluation process that focuses on providing interactive and detailed feedback to staff members on the effectiveness of their instructional strategies, classroom management, and curriculum design so that student learning is increased as measured utilizing district benchmarks and state tests and student grades.

C. Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards

The educator must provide a rationale for the goal. Based on the reflection, the educator should describe the reason for the goal and how the goal is linked to his/her educational situation. The rationale must be linked to two or more of the Wisconsin Educator Standards.

Teacher Example (rationale for goal): After my first year in a classroom, I have learned that my disciplinary literacy knowledge needs to expand so that I better understand how to integrate reading, writing, speaking and listening, and critical thinking into my daily instruction within my content area. While I feel my content knowledge in history is strong, I am struggling with how to encourage my students to apply the disciplinary literacy skills as they learn how to think like historians. I am concerned about

having to teach reading strategies, especially to my students who are struggling readers. While exploring the disciplinary literacy website, I saw the following: “Content knowledge is strengthened when educators integrate discipline-specific literacy into teaching and learning.” I’m excited to get started.

This goal focuses upon Wisconsin Teacher Standards #4 (The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem-solving, and performance skills) and #8 (The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil).

D. Plan for Assessing and Documenting the Goal: Anticipated Artifacts/Evidence to Demonstrate Professional Growth and its Impact on Student Learning

In this section, the educator must state anticipated types of artifacts/evidence he or she will collect to document professional growth *and* the impact of professional growth on student learning. Step IIB and Step IID are closely related. The first part of the goal statement in IIB refers to professional growth, and the second part of the goal statement refers to the anticipated impact of that professional growth on student learning.

Artifacts are items that you create or gather to show changes in performance over time. Artifacts may include: lesson plans, videos, assessment plans, samples of student work, journal entries, etc. Educators should select artifacts that clearly demonstrate increased proficiency in the selected Wisconsin Educator Standards.

For the Professional Development Plan, *professional growth* is defined as **change in professional practice Evidence documents that change**. For the purpose of the Professional Development Plan, evidence is an artifact accompanied by an explanation of how the artifact demonstrates either professional growth, an impact on student learning, or both. A change in professional practice comes when one continually applies new learning to job-embedded actions resulting in new approaches/strategies.

For the Professional Development Plan, impact on *student learning* refers to how the educator modifies practice and how these changes impact student learning. The goal, ultimately, is to provide evidence that demonstrates how the change in professional practice impacts student learning.

EXAMPLE of anticipated evidence of professional growth:

Goal Statement from Step IIB: : I will research, implement, and evaluate the use of disciplinary literacy strategies in my classroom so that students will demonstrate increased proficiency in reading, writing, speaking, listening and critical thinking in the content area.

STEP IID:

- 1) Over the next three years, I will collect and compare teacher designed learning/lesson plans/activities to incorporate disciplinary literacy strategies.
- 2) I will have a colleague observe me once per semester over the course of this plan to document the integration of disciplinary literacy into my content area. I will meet with the colleague to discuss the observation and next steps for instruction. The observation notes will become the artifacts.
- 3) I will compare classroom assessments to see how they reflect the incorporation of disciplinary literacy standards and make adjustments as needed. These comparisons will serve as the artifacts.

EXAMPLE of anticipated evidence of impact of professional growth on student learning:

Goal Statement from Step IIB: I will research, implement, and evaluate the use of disciplinary literacy strategies in my classroom so that students will demonstrate increased proficiency in reading, writing, speaking, listening and critical thinking in the content area.

Step IID:

- 1) I will use scoring rubric results from student projects integrating disciplinary literacy to show student growth. These rubric results will serve as the artifacts...
- 2) I will monitor student use of informational and literary text types to show increased understanding of key concepts.
- 3) I will use a portfolio process to track student learning goals from the beginning to the end of the year. The portfolio entries will serve as the artifacts documenting student learning.

E. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

The Professional Development Plan must include objectives, activities, a timeline that extends through multiple years of the licensure cycle, and a plan for collaboration.

Objectives: Objectives are the anticipated observable and verifiable results of actions. Goals answer the question, “Where do I want to go?” Objectives address the question, “How do I get there?” An objective is verifiable if its realization can be confirmed or substantiated by another individual. Objectives describe how an initial educator’s goal promotes professional growth and how that professional growth will have an impact on student learning. The completion of objectives should result in the accomplishment of the goal.

The steps an educator takes to achieve the goal are likely to follow this pattern:

Objective 1 (related to **increasing knowledge and skills**): I will increase my knowledge and skills related to... (Professional Development Plan topic) [Other possible verbs include: research, study, explore, learn about, investigate]

Objective 2 (related to **applying** knowledge and skills in the job): I will implement effective strategies related to... (Professional Development Plan topic) [Other possible verbs include: create, design, integrate, plan and deliver]

Objective 3 (related to **assessing and analyzing** results of actions): I will collect and analyze evidence/data to monitor my professional growth and its impact on student learning. [Other possible verbs include assess, evaluate]

Note: There should be a minimum of two objectives for each Professional Development Plan goal. Best practice would suggest that there be three objectives – research (increase professional knowledge), implement (change professional practice based on newly acquired knowledge), and evaluate (analyze impact of changes in

professional practice upon student learning).

Description of Activities and Timeline: The Professional Development Plan must contain a description of professional development activities that align specifically with the articulated goal and objectives. Educators may select activities from a wide array of professional development endeavors. Some professional development is completed in less than one year and some may take more than one year to complete. Activities may include but are not limited to:

Possible activities for Objective 1:

- Participate in a workshop, in-service, webinar, graduate level course(s), state or national conference;
- Conduct research connected to topic;
- Observe an expert in action (live or on video);
- Consult with experts in the field;
- Engage in collegial conversations;
- Read professional literature, and;
- Participate in an online learning community;
- Observe colleagues who teach the same content or students.

Possible activities for Objective 2:

- Create a plan to integrate new knowledge and skills;
- Collaborate with peers to develop and differentiate materials based on student needs;
- Design procedures, systems, processes, protocols;
- Deliver effective strategies suitable to content;
- Implement newly created lesson plans;
- Create and use student study groups that reflect differentiation;
- Provide students with manipulatives;
- Establish plan to collect formative feedback;
- Reflect on and refine strategies as needed, and;
- Present to colleagues.

Possible activities for Objective 3:

- Administer differentiated assessments based on student needs;
- Analyze assessment results;
- Collect evidence as designated in Step IID;
- Conduct pre- and post-assessments (qualitative or quantitative);
- Use assessment results to modify instructional practices, and;
- Involve students in self-assessment of progress.

Note: Successful completion of the Professional Development Plan requires the educator to show increased proficiency in the selected Wisconsin Educator Standards, so it is strongly suggested that all educators begin the Professional Development Plan process with the end in mind. It may be helpful to think of this need to show increased proficiency in terms of how an educator's practice should change or evolve from the beginning of the Professional Development Plan to the end.

Timeline: The Professional Development Plan must include a timeline for activities that extends through the entire Professional Development Plan cycle (3, 4, or 5 years). A general description of activities and an

anticipated timeline for said activities must be included in the Professional Development Plan.

Collaboration: An educator must include collaboration in his or her plan. Collaboration may be with professional colleagues, higher education representatives, members of professional organizations, parents, students and/or a mentor. Not all activities require collaboration. The initial educator must indicate with whom he or she will collaborate while working on the plan. Evidence of this collaboration must be documented and included with the completed plan when it is submitted for verification. Examples of collaboration with professional peers may include but are not limited to:

- meeting with colleagues on a regular basis to share notes, get ideas, or gather feedback;
- working with other educators on similar activities and objectives; and/or
- conferencing with a master educator in teaching, pupil services, or administration, who can provide ongoing feedback throughout the year.
- Collaborating with parents and students.

Upon completion of steps IIA through IIE, the initial educator submits the Professional Development Plan to his or her Professional Development Plan team for goal approval. *This step is not required for professional educators.*

Step III: Annual Review of the Professional Development Plan

The Professional Development Plan guides the educator's work throughout the licensure cycle. The Professional Development Plan must include Annual Reviews written by the educator. The Annual Review(s) is/are done independently by the educator and submitted to the Professional Development Plan Team at final plan verification. The Annual Review includes a reflection summary of progress made in meeting the goal articulated in the plan. A change in the educator's educational situation should be noted in the Annual Review. Additionally, any revisions to objectives or activities should be noted in the Annual Review. The Annual Review must include:

- completion dates for objectives and activities completed during each year;
- reflections of professional growth;
- reflections of the impact of professional growth on student learning; and
- a description of any substantial revisions made to the objectives or activities.

Note: the **only** changes ever made to the original Professional Development Plan document are to add completion dates for activities. All other revisions and/or changes are reflected in the Annual Review.

Below are examples of changes that could be included in the Annual Review:

- Move to a new school district (add information about the district and building in this section)
- Grade level assignment
- Content areas
- New position
- Step II D Change in Evidence sources
- Step II E Changes in Objectives, Activities, Timelines or collaboration

The Annual Review(s) is/are done independently by the educator and submitted to the Professional Development Plan Team at final plan verification.

Step IV: Documentation of the Completed Professional Development Plan

A suggested timeline for submitting the Professional Development Plan to the Review Team is between January and March of the final year of the plan. See Appendix B for the Professional Development Plan Component Review for educators. Required documentation includes:

- evidence of the initial educator's Goal Approval Signature Form (not required for professional educators);
- the appropriate number of annual reviews;
- three to five artifacts and supporting evidence;
 - at least one of the pieces of evidence must document professional growth.
 - at least one of the pieces of evidence must document the impact of professional growth on student learning.

- the remaining piece(s) of evidence can document professional growth and/or the impact of professional growth on student learning.
- description of growth in Wisconsin Educator Standards identified in plan; Description of the impact of professional growth on student learning; and;
- description of how educator collaborated with others.
- reflection summaries

A. Evidence of Professional Growth and the Impact of Professional Growth on Student Learning

Three to five pieces of artifacts and supporting evidence are required to document professional growth and its impact on student learning. It is required that for each piece of evidence the educator do the following:

- 1) Identify the artifact, what it represents (professional growth or impact on student learning), and how it connects to the goal statement.
- 2) Provide summary statement as evidence, explaining the professional growth and/or impact of professional growth on student learning.

Analyze how the artifact(s) demonstrate change in professional practice.

The Evidence Map and Supporting Artifacts Template (Appendix D and completed sample Appendix E) is provided as a tool to help organize artifacts/evidence. The Cover Sheet Template for Professional Development Plan Evidence (Appendix F) can be used as a writing guide.

See Appendix G for a sample completed Professional Development Plan

Artifacts for teachers may include, but are not limited to:

- whole-group and individual student performance as measured by state, local, formal, and informal assessments linked to your goal;
- samples of student work,
- surveys from students, staff, board, and/or community members;
- ongoing documentation of classroom management techniques and results;
- journal summaries documenting samples of learner errors and analysis of teacher interpretations of errors;
- action research projects and results;
- documented application of the knowledge, skills, and dispositions gained from college, university, or technical college coursework to classroom practice;
- curriculum adaptations for students with disabilities or other exceptionalities with related outcome measures; or
- Summaries of supervisor and/or mentor comments of classroom performance over the licensure cycle.

Artifacts for administrators and pupil services professionals may include, but are not limited to:

- evidence of enhanced student learning as measured by state, local, formal, and informal

- assessments;
- strategic plans;
- recognition of building-level performance;
- journals documenting analysis of leadership or pupil services skills;
- evidence of leadership connected to district initiatives such as Response to Intervention, Common Core State Standards, Comprehensive School Counseling Models, Positive Behavior Intervention and Supports, Educator Effectiveness, etc.
- ongoing documentation of building- or district-level leadership or pupil service performance;
- adaptations for students with disabilities or other exceptionalities with related outcome measures;
- samples of student work;
- survey results;
- action research projects and results; or
- documented application of the knowledge, skills, and dispositions gained from college, university, or technical college course work to professional practice.

Note: Artifacts should be collected on an on-going basis and the quality of the artifacts/evidence submitted is of greater importance than the quantity.

B. Reflection and Summary

The final reflection should be a summary of the educator's growth from beginning to end and should include the following:

1. Reflection on how the educator grew in each of the standards addressed in Step II C.
2. Reflect on each standard separately and articulate the growth made related to performance from beginning to the end of the Professional Development Plan cycle. Cross-reference artifacts /evidence if needed.
3. Reflection, in a descriptive paragraph, on the impact the educator's professional growth had on student learning during the Professional Development Plan cycle. What changes occurred? How did these changes impact student learning?
4. Reflection, in a descriptive paragraph, on the effect collaboration had on the educator's professional growth related to his/her goal. It may include what the educator learned from collaborating from others, a discussion of challenges, etc.

A final note: All activities and objectives must have completion dates before the Professional Development Plan is submitted to the Professional Development Plan Review Team for verification. If some activities/objectives were not completed, the educator must explain why in the Annual Review (Step III).

Submitting the Completed Professional Development Plan for Plan Verification

Once completed, the Professional Development Plan is submitted to the Professional Development Plan Team between January and March of the final year of the plan. This may be done electronically through one of the electronic PDP service providers

A two-thirds majority is required for plan verification. The educator must have all three team members review his/her plan. The Professional Development Plan team must notify the educator of its decision in a timely manner so as to afford the educator sufficient time to complete revisions if needed.

License Renewal

Once the educator receives notification that his/her Professional Development Plan has been verified by team members, he or she must utilize an electronic PDP service provider to submit evidence of verification electronically to DPI. The DPI will NOT accept hard copies of verification signature forms.

All license application materials and appropriate fees must be submitted to DPI using the Educator Licensing Online (ELO) system. Please visit <http://www.dpi.gov/elo> for more information.

Upon receipt of all required materials, the DPI will review submitted materials, and if the application is complete, the DPI will either advance the Initial Educator License to the Professional Educator License or renew the Professional Educator License.

Professional Development Plan at a Glance

Educator name: _____ Educator phone number: _____
Educator address: _____
Educator file #: _____ Educator fax number: _____
Educator email: _____
Educator school district: _____
Current educational assignment: _____ Number of years in current assignment: _____
Number of years of educational experience: _____
Date current license expires: June 30, 20_____
Current licensure stage: _____.
Licensure stage sought: _____.
Professional licensure category:
_____Teacher _____Administrator _____Pupil Services

Step I: Preparing to Write the Plan: Reflection

Step II: Writing the Plan: Components

- A. Description of school and teaching, administrative, or pupil services situation
- B. Description of the goal to be addressed
- C. Rationale for your goal and link to reflection, educational situation, and Wisconsin Educator Standards
- D. Anticipated artifacts to verify professional growth and its impact on student learning
- E. Plan to meet your goal: objectives, activities, timeline, and collaboration

Month/year goal (including Step II, A-E) submitted to your Professional Development Plan Team for approval:
(Initial Educators Only)

Month/year goal approved/not approved by your Professional Development Plan Team: _____
(Initial Educators Only)

Step III: Annual Review of the Professional Development Plan

(to be completed each year of the plan except for the first and final)

- A. Completion dates for objectives and activities completed during each year
- B. Reflection summary of your professional growth made throughout the year
- C. Reflection of effect professional growth had on student learning
- D. Description of any substantial revisions made to your objectives or activities

Any substantial changes to your goal must be submitted to your Professional Development Plan Team for approval

Step IV: Documentation of the Completed Plan

(to be completed and submitted to your Professional Development Plan team between January and March of the final year of your plan)

- A. Three to five artifacts and supporting evidence and a description and analysis of each;
- B. Reflection and summary of your professional growth and its impact on student learning; and;
- C. Appropriate number of annual reviews Month/year plan submitted to your Professional

Development Plan Team for verification: _____

Month/year plan verified/not verified by the Professional Development Plan Team: _____

NOTE: Initial educators must include documentation of goal approval

Appendices

Appendix A:
Professional Development Plan Timeline for Educators

Appendix B:
Professional Development Plan Goal Approval Component
Review for initial educators

Appendix C:
Professional Development Plan Verification Review
for Initial/Professional Educators

Appendix D:
Professional Development Plan Team Checklist with Indicators

Appendix E:
Evidence Map and Supporting Artifacts Templates

Appendix F:
Completed Sample of Evidence Map and Supporting Artifacts Template

Appendix G:
Cover Sheet Template for PDP Evidence

Appendix H:
Sample Professional Development Plan (Michelle)?

Appendix A: Professional Development Plan Timeline for Educators

* It is strongly suggested that educators write a five year plan. Activities should extend throughout the licensure cycle (Including the first semester of the final year of the plan).

Professional Development Plan Writing Form and Checklist	Description	Component	Time Frame
step i	The first year of employment is for reflection, selection of your goal(s), and formulation of your Professional Development Plan.	Preparing to Write the Professional Development Plan: Reflection	Year One of your employment/ licensure cycle
step ii: Sections A–E Goal Approval is not required for those holding a Professional License	Write and submit your steps one and two of your Professional Development Plan goal to a Professional Development Plan team for goal approval. You are responsible for initiating this review with the Professional Development Plan team. If you have identified more than one goal, you must follow Step II: Sections A–E for each goal.	Writing the Plan – Components Submission of Goal to Professional Development Plan Team for Goal Approval	Year Two Between June 1 st of year one and January 1 st of year two (review of the Professional Development Plan goal by Professional Development Plan team members must be completed within 30 days of receipt of the goal)
Applicant has Professional Development Plan approved by Professional Development Plan Team using Goal Approval Form	A Professional Development Plan team reviews your goal and Professional Development Plan. Your goal must be approved by a two-thirds majority. Retain your goal approval form and submit to Professional Development Plan team at verification.	Goal Approval by Professional Development Plan Team	Year Two
step ii: sections A–e (Revisions)	If a two-thirds majority of the Professional Development Plan team does not approve your goal, comments are given, and you must resubmit your revised goal for approval.	Goal Revisions	Year Two Between January 15 – June 1 of your employment/ licensure cycle
step iii	Review your Professional Development Plan annually. A reflection summary and any revisions to your goal(s), objectives, and activities must be written each year of your licensure cycle. These annual reviews and reflections are submitted to the Professional Development Plan team as part of your completed Professional Development Plan.	Reflection and Documentation of Annual Review	Each year of the Licensure Cycle except for the First and Final
step iii (Revisions)	If there are substantial revisions to your approved Professional Development Plan goal statement, you must submit the revised goal to the Professional Development Plan team each year substantial revisions are made for approval.	Approved Goal Revisions	Years Two, Three, and Four Between April and June during years two, three, and four of your employment/ licensure cycle
step iv	Document your completed Professional Development Plan and submit your Goal Approval Signature Form and Professional Development Plan to the Professional Development Plan team for their review and verification.	Documentation of Completion of the Plan and Submission to Professional Development Plan Team	Year 5 Between January and March of year five in your employment/licensure cycle
Professional Development Plan Verification Form	The Professional Development Plan team will review your Professional Development Plan and verify documentation of successful completion.	Verification of Completion of the Plan by Professional Development Plan Team	By April 1 of year five in your employment/ licensure cycle

step iV (Revisions)	If a two-thirds majority does not verify your Plan, comments are given, and you must resubmit your revised completed Plan to a Professional Development Plan team for verification.	Completion of Plan Revisions	By June 1 of year five in your employment/ licensure cycle
Professional Development Plan Verification Form	Electronically submit the Professional Development Plan Verification Signature Form along with your completed application and appropriate fee to the DPI for a Professional Educator License.	Notify DPI	June 30

* Please consult the DPI website for timelines for initial educators completing a three or four year plan

